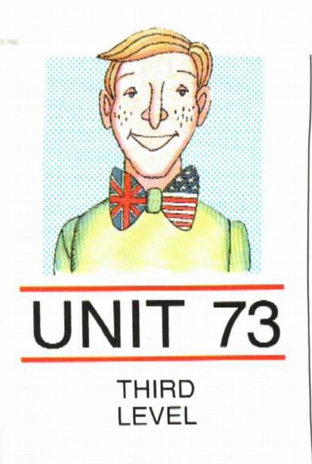
Listos para la inmersión

Ya ha llegado al tercer nivel de su curso de inglés. Hasta aquí ha aprendido las nociones básicas de léxico, gramática y sintaxis. Lo que ahora le espera es una profundización de cuanto se ha tratado en los dos primeros niveles y una inmersión casi total en la lengua 'real'. Por consiguiente, las secciones Speaking y Listening serán, de ahora en adelante, totalmente en inglés. De todas formas, no se preocupe demasiado, pues siempre podrá deducir fácilmente del contexto cada vocablo nuevo. Además, encontrará ayuda en la sección Grammar, que quedará en español. También la Conversation está, en parte, renovada: si por un lado se mantendrá la habitual introducción en español, por otro no se repetirán los diálogos en la grabación. Asimismo encontrará alguna novedad en los ejercicios, cuya constante será a partir de ahora un dictado tomado de un fragmento de la sección Reading. Finalmente, vuelve el vocabulario, oportunamente modificado y más 'flexible'. Por lo tanto, el tema de fondo de esta Unidad son, precisamente, las novedades del tercer nivel, comentadas por dos estudiantes. Ánimo, pues: si hasta ahora ha seguido el curso con atención, no tendrá dificultades en afrontar esta última parte; es más, la encontrará aún más interesante y estimulante.



UNIT 73

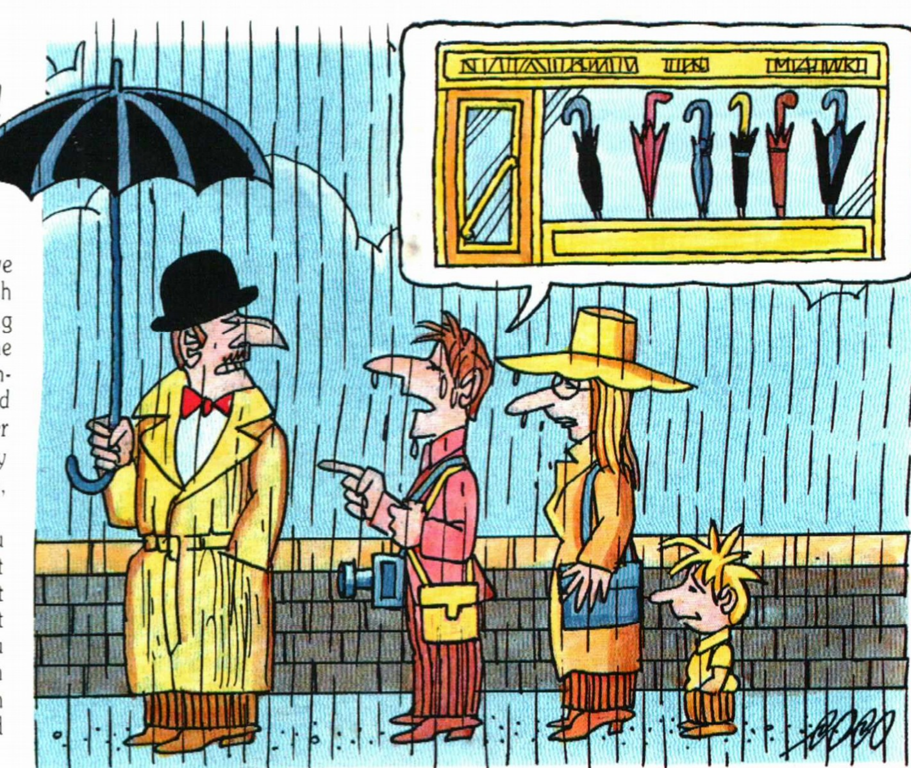
THIRD
LEVEL



A Disneyland para olvidar

Un viaje a Los Angeles no será completo sin una visita a la fabulosa tierra de Disney, el parque de atracciones más conocido y visitado del mundo. A sólo cuarenta minutos de coche del centro, constituye una especie de ciudad satélite 'gobernada' por la imaginación y la fantasía. Así lo quiso el mismo Walt Disney, en 1955, como coronamiento del éxito extraordinario obtenido por sus héroes de papel y de celuloide: el ratón Mickey, Minnie, Pluto, el pato Donald, con toda la familia de ratones, patos y otros animales. En Disneyland, sus criaturas fantásticas se pasean como si fuesen reales, entreteniendo a los niños y haciéndose fotografías con ellos. Completando la atmósfera, hay castillos y lugares de fábula que parecen salidos de la pantalla, hasta tal punto que los visitantes se sienten inmersos en una película.

Welcome to the Third Level!



After 72 Units, you are now ready to move on from studying the basics of the English language. In this level you'll be refining what you've already learnt, but at the same time you'll be looking at some more advanced points of grammar, pronunciation, and so on. However, there are also a number of changes that have taken place in the way the Units are organized. Before going on, let's have a look at them together.

As soon as you loodek at this page, you certainly saw the first important change that has taken place; the SPEAKING section isn't in Spanish now; it's in English! And not just the SPEAKING section; as you'll see if you look at the LISTENING section, that's in English, too. And so are the 'boxes' with the curiosities which you'll find here and there in each Unit.

It's not just the language that has changed; the content of the SPEAKING section is different, too. In this level, you're going to be looking at some authentic English dialogues (which you will find recorded). These will contain some things you might not have seen before: words which are difficult to spell or pronounce, for example, or perhaps some grammar you've already looked at, but need to revise. The text of the SPEAKING, in fact, will be a commentary on this dialogue. In it, you'll be looking at the novelties or problems which appear in the recording. Don't worry too much if you have a little bit of difficulty with this section at the beginning, however: you can always look at the VOCABULARY or at the GRAMMAR section, which is still in Spanish.

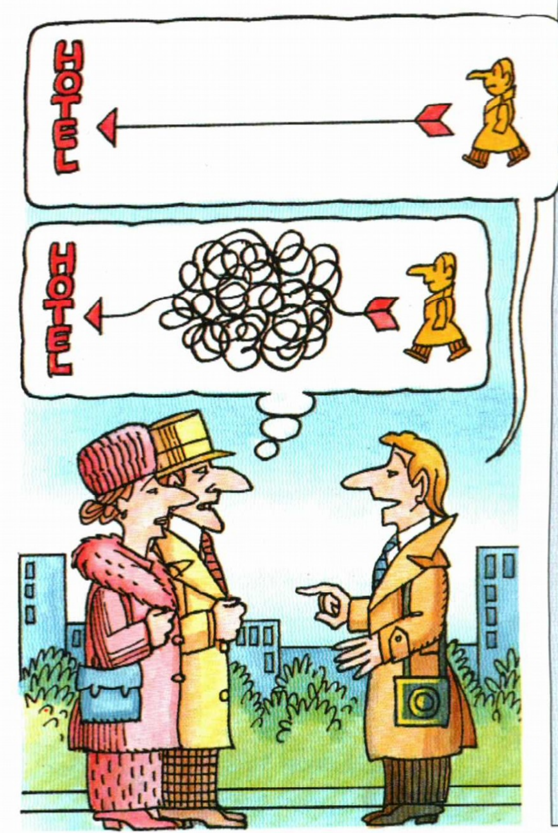




Changes

Here is the first cassette of the Third Level. Notice that there is just one dialogue. The two people talking are students who have been following the course and have decided to speak in English while they study:

Good Grief! Look at this! ___
Look at what? ___
This. The first Unit of the Third Level. ___
What's wrong with it? ___
It's all been changed. ___
What do you mean, it's all been changed? ___
It's all in English. ___
You're joking. ***Let's have a look. Oh, yes. No, hang on. It's not all in English... the Speaking section is, and so's the Listening. And so are these little boxes with the curiosities in them. But*** **the Grammar's still in Spanish.** ___
Is it? Where? Oh, yes. What do you think they're using English for? ___
Well, it is an English course, isn't it? ___
I know that. But they've never used English before. Why do you think they're doing it now? ___
I don't know. There must be some reason, I suppose. ___



On purpose

This dialogue is a continuation of the one in the first part of the Speaking section:

Hang on a minute. What does this mean? ___
What does what mean? ___
This word: refining. They haven't used that word before. And here's another one: advanced. ___
And there's another one: arranged. And what about this: before going on... ___
There's lots of them. ___
It's the same in the next part of the Speaking section, as well... and the next... and the next... ___
Wait a minute. They say something about it in this part.
Oh, I see. ___
What does it say? ___
They're doing it on purpose. ___
Oh. What are they doing it for? ___
Well, it says here that very often you can work out what the words and expressions mean by looking at the context, and that other words you can check by looking them up in a dictionary. They want us to get used to dealing with words and expressions we don't know, because that's what we'll have to do when we talk with English and American people anyway.
Shall we try it? ___
Okay. By the way, what does 'on purpose' mean? ___
Here's the dictionary. Look it up! ___
Er... what does 'to look up' mean? ___

New words, new methods

As you probably noticed when you were reading the first part of the SPEAKING section, the text contains words and grammar that you haven't seen yet. There is a very good reason for this. The main aim of the Third Level is to allow you to deal with real English. To do that, you must know how to deal with words and grammar you don't know, because you obviously can never hope to learn everything there is to know about English (just as you can never learn everything there is to know about Spanish).

So what you have to do is to be able to deduce the meaning of a word or sentence from the context in which you find it (this is what we all do when we learn our native language, anyway). Here's an example. Look at the penultimate sentence again. There are two words there that you haven't seen before: ***deduce*** and ***context***. Look carefully at the sentence and try to guess what they mean. Then look in a good dictionary and check if you are right. In this case, of course, it wasn't very difficult, because they are both words which look quite similar to Spanish words, but you'll find that this ability to 'deduce from context' will help you with a lot of the new words you meet, even the ones that don't look the same as Spanish words.

You won't always be able to do this, though. That's why you'll need to get yourselves a good monolingual dictionary if you want to get the most from this Level of the course. Fortunately, there are some very good ones on the market, and you'll be able to see some extracts from two of the best in the READING section of this Unit.



More about dictionaries

Without doubt the best-known dictionary in the United Kingdom is the Oxford English Dictionary, known simply as the O.E.D. The first part of this enormous work was published in 1884, and it was finally finished in 1928. It ran to ten large volumes and represented one of the most important and authoritative pieces of scholarship of this century. In 1938, another two supplementary volumes were added, and in 1986 it was updated with the arrival of another four, which dealt with new additions to the language. The work itself gave rise to a rather quaint expression, as well. One of the editors of the original works was Dr C.T. Onions (also the name of a vegetable, you'll remember), and his name became synonymous with great knowledge. As a result, whenever English people speak about somebody who is very knowledgeable or skilful in a particular area, they say that he 'knows his onions'!

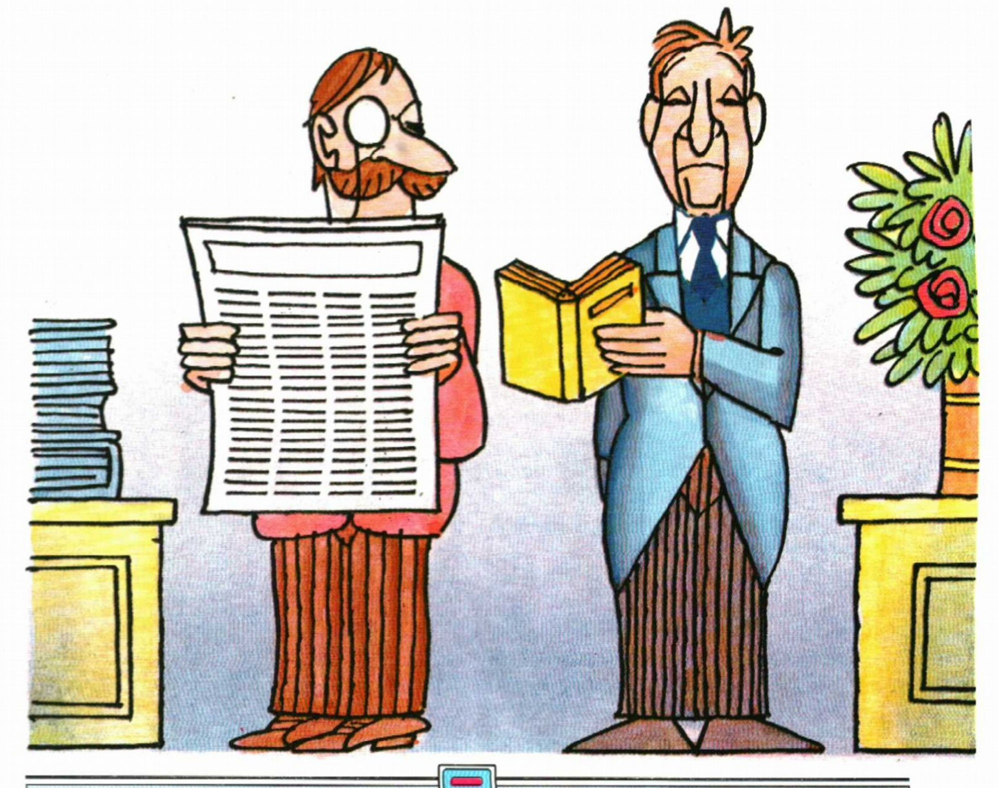
All the changes one by one

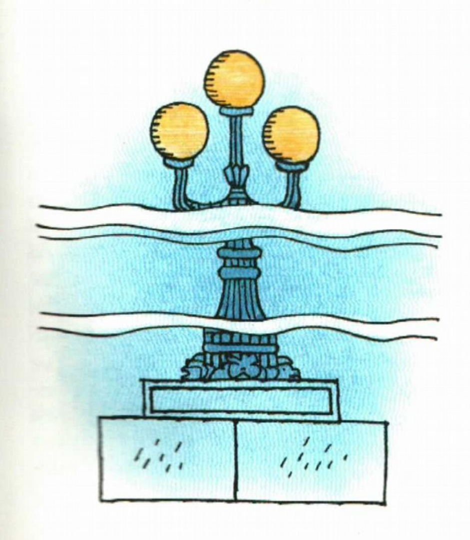
Let's now look briefly at the changes you will find in the other parts of the Unit.

First of all, the VOCABULARY section. This won't include all of the new words contained in each Unit. It will, however, include words which are important for the theme of the Unit itself. In addition, you'll find words which could cause difficulty — because of their pronunciation, because of their spelling, or because they are 'false friends' (words which look like Spanish words but in fact mean something quite different). In addition, you'll find that there's a new kind of box in the VOCABULARY section which deals with synonyms and antonyms. This box will be accompanied by a short explanation in Spanish.

The READING section, on the other hand, will be a little bil longer than the ones you are used to. This is to help you develop your ability to handle English texts — authentic English texts. That's why almost all of the READING sections will contain extracts from books, newspapers, magazines and so on. Have no fear, however! The introduction and the notes will remain in Spanish, so as to allow you to get the most from your reading.

Finally, the EXERCISES. In the section, you'll find one big change. In every Unit, there's going to be a dictation. Usually, it will be a short extract from the READING text, but when that isn't suitable, it'll be different. You won't have a Test every three Units, either, but every six Units.



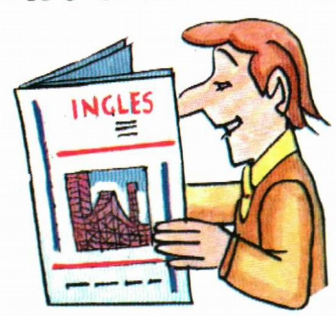


Section by section

Now the two students have looked at the Speaking sections and are talking about the other changes that have taken place:

Well, it isn't really difficult at all, is it? ___
No, I suppose you're right. What about the rest of the Unit? Is that in English, too? ___
Hang on. I'll have a look. Well, the conversations look like they're the same. But the speakers don't repeat the sentences. ___
And the Reading section? ___
That's a bit longer than usual. But the introduction and the notes are still in Spanish. Oh... This is new... ___
What's that? ___
The exercises. There's a dictation in every Unit. ___
You're joking. I hope it's not difficult. ___
No, it isn't. It's a part of the Reading section. And it says here that's what's going to happen in most of the Units. ___
Phew. That's a relief. Are there any other changes? ___
Yes. In the Third Level there's going to be a Test every six Units instead of every three. ___
Why do you think they've done that? ___
I don't know. As a matter of fact, I'd like to find out why they've made all these changes. Do you know anyone who could help us? ___
Yes. What about Jedd? He's an English teacher. Why don't we ask him? ___

From now on it's even easier



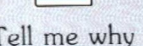
Now that you've been introduced to all the changes that have taken place in the Third Level, it's time to see how they work out in practice.

To begin with, then, listen to the dialogue recorded for this part of the SPEAKING section (afterwards, you can read through the dialogue if you want).

Were you able to discover the adverb that all three people used, but in different ways? It was, of course, **even**. It isn't entirely new — you've already met it on a couple of occasions in the Second Level, and you know that it's used to emphasize different parts of the sentence or show surprise. But you've never seen all the ways that it can be used.

First of all, you can use it to add an element of surprise to, or to emphasize, a verb. This is just the way that Elisabetta uses it in the sentence **They've even added a new king of box**... In this case, it goes in front of the main verb (unless the verb is **to be**, in which case it goes after it). In negative sentences, on the other hand, **even** has a special meaning. It gives the idea that the minimum, or smallest thing that we might expect, didn't happen or isn't happening. So when Jedd says **You couldn't even say 'How are you?'** he is emphasizing the inability of Marco and Elisabetta to use English when they started following the course.

But **even** can be used to emphasize other parts of the sentence, too, like a subject, for instance (as in Marco's sentence **even they're in English**). And notice that Marco uses it to emphasize a comparative, as well **(It's even more difficult than before)**. As you can see, it's not at all difficult to use **even**: basically, you just put it before the part of the sentence that you want to emphasize. The only real problem, as you've probably guessed by now, is that it corresponds to three or four different Spanish words. But if you want more information about that, you'll have to look in the GRAMMAR section.

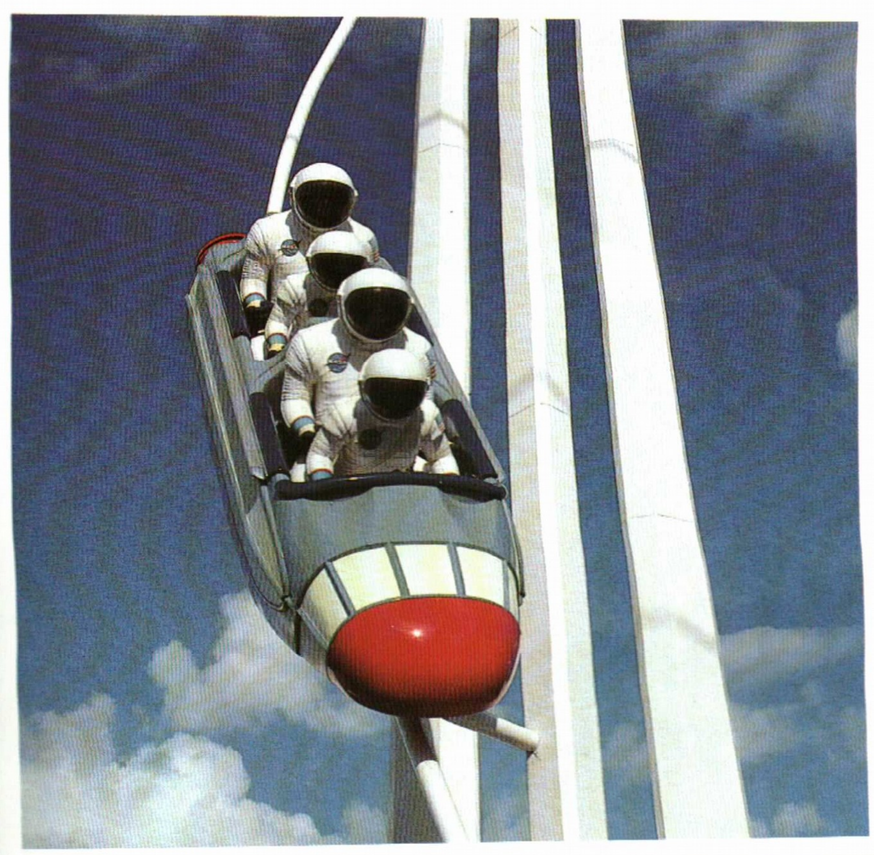


Tell me why

The two students whose conversation we have been following have gone to see a friend of theirs who is an English teacher. All three people use one adverb in particular, but they use it in a different way. Which adverb is it?

Hello, Jedd. ___
Oh, hello Marco. Hello Elisabetta. How are you? ___
Fine, thanks. And you? ___
Oh, not too bad, thanks. Had a bit of a hard day, I suppose... ___
Are you busy at the moment? ___
No, not at all. Why? ___
Well, it's this course we've been following. They've made a few changes here and there, and we were wondering if you could help us with them. ___
Have they? What kind of changes? ___
Well, first of all, it's nearly all in English... ___
No, come on, Marco. Not all of it.
Well, most of it. The Speaking section's all in English, and even those little boxes they put in about... you know, the curiosities... even they're in English. ___
Are they? And what about the Vocabulary section? Have they changed that, as well? ___
Yes, they have. They aren't going to put in all the new vocabulary now. They're just going to put in important words, or words that could cause problems... with pronunciation, spelling, and so on. ___
And they've even added a new king of box on the Vocabulary page with synonyms and antonyms in it. ___
Why are you laughing? I don't think it's funny. It's even more difficult than before. ___
No, it's nothing. It's just that I remember when you two started this course you couldn't even say 'How are you?' with the right intonation. Okay. Let's have a look at the problems one by one. Even though I didn't write the course, I should be able to see why they've made all those changes you're so worried about. ___





América en un parque de atracciones

Además de la atmósfera de ensueño, Disneyland es un enorme parque de atracciones, un escenario en perpetua animación; su popularidad no parece afectada ni siquiera por la evolución de las modas, aunque, en cambio, se resienta de ello la vieja banda del ratón Mickey y sus compañeros. Uno de los secretos de este éxito, además del despliegue de imponentes medios técnicos, está en la heterogeneidad del público que atrae. Aquí pueden distraerse cada día 75.000 visitantes de todas las edades, una pequeña muestra de la nación americana; y cada uno encontrará, ciertamente, algo de su gusto.

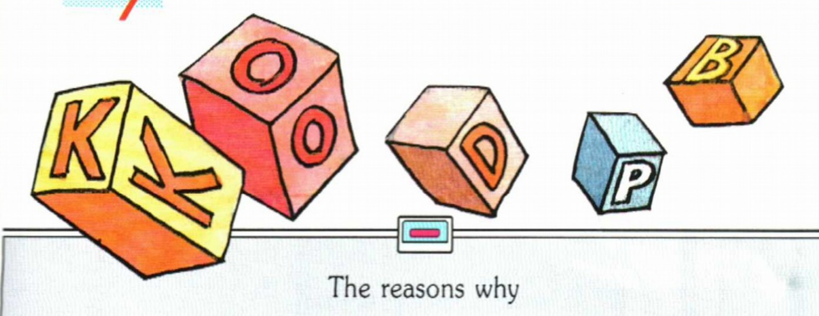


Ir de compras en un barco

La localidad de Long Beach, en la costa sur de Los Angeles, está incluida en un proyecto futurista de reestructuración que tiene por fin conciliar la tradición balnearia y las exigencias de la vida metropolitana. En torno a un gigantesco centro comercial, se hallan oficinas, tiendas, hoteles y una zona residencial. El proyecto incluye dos puertos turísticos, uno de los cuales tiene 1.700 amarres. Así, los visitantes pueden ir de compras directamente con su propia embarcación o con un veloz transbordador. También se reestructuraron dos edificios para congresos, exposiciones y espectáculos: el Convention and Entertainment Center y el elegante Center Theatre. En los Juegos Olímpicos de 1984, el centro fue la sede de las competiciones de voleibol y de esgrima. En las fotos de al lado y abajo, dos vistas de Long Beach.







The reasons why

Listen to the dialogue between Jedd, Elisabetta and Marco. You'll learn the reasons why some of the changes have taken place:

Why are they using English in the Speaking sections, then?

There are some very good reasons for that.

What are they?

Well, learning a language is a bit like learning to play a musical instrument. If you wanted to learn how to play the violin, for example, you could read all the books about technique that you wanted, but until you actually pick the instrument up and start practicing, you won't get anywhere. It's the same with English, or any other language. The only way to learn it is to use it. And, like a musical instrument, the more you use it, the more you'll improve.

So by reading the Speaking and Listening sections in English, we have to use our English, and by using our English, it will get better.

That's right.

But how can that happen?

Well, there are two reasons behind it, I suppose. First of all, you have to use the English you already know to be able to understand what is written and to help you interpret words and expressions you haven't met before. But there's another reason. You might not be aware of it, but your subconscious mind is working all the time, as well. When you read English, it actually works on the sentences and the language that's being used. It's making a kind of 'map' of the language, discovering how English works, what can and what can't be done.

A bit like a baby when it learns its mother tongue?

That's right.

Why didn't they use English for the Speaking sections in the Second Level, then?

I don't know. Perhaps it wouldn't have been possible.

Do you mean our English wasn't good enough?

Perhaps.

And now it is?

Well, you're not doing too badly.

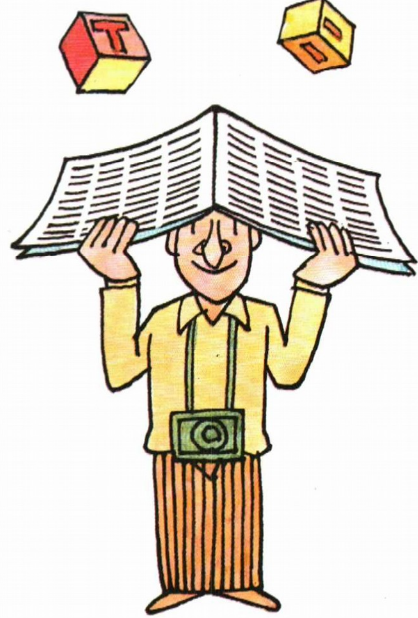
Mmm. There was a lot in the Second Level, wasn't there?

Yes, there was. You learnt all the basic grammar of the English language. From now on, you'll be learning quite advanced things, I suppose.

But do you think we'll know how to speak English at the end of the course?

It's paradoxical, I know, but when you learn a language... when you learn anything, I suppose... the more you learn the less you feel you know. And the more you feel there is to know. But that's no reason to stop learning, is it?

No, you're right. In fact, it's the opposite.

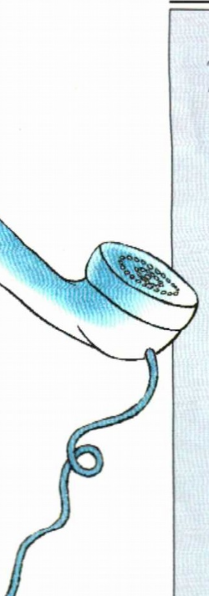


Using English to make maps

Why all the changes, then? Well, if you listen to what Jedd says in the recording for this part of the LISTENING section, you'll see that there are some very good reasons for them. Take the SPEAKING and LISTENING sections, for example. When you read something in English, you have to use the English you know to understand what is written and to help you interpret words and expressions you haven't met before. So it's very good practice!

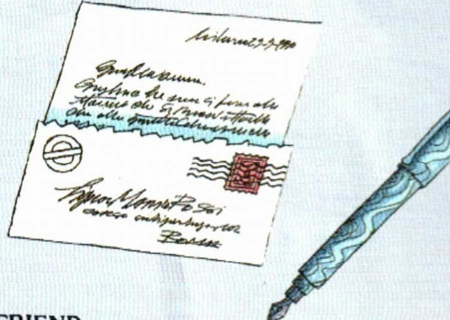
But there's another reason. While you read, you may think that you are only learning about what is written. But that's not the only thing that's happening. Although your conscious mind may be doing that, your subconscious mind is doing something different. It is taking note of how English sentences are constructed, of what you can and what you can't do in English. It's making a kind of 'map' of the language (like children do when they learn their native language), and this, of course, will help you enormously in the future.

¿Amigos de bolígrafo o de corazón?



He aquí nuevamente a nuestros amigos, Marco y Elisabetta. Ambos están estudiando y deciden hacer una pausa, si bien siguen hablando en inglés. Elisabetta, sabiendo que Marco tiene un **penfriend** (corresponsal) en Inglaterra, le sugiere llamarlo por teléfono, para poner a prueba su habilidad para sostener una conversación real en inglés. Pero verá que esta conversación llevará a Marco muy lejos...

Sólo una cosa a subrayar: cuando el **penfriend** reconoce la voz de Marco por teléfono, deja escapar un **Oh, no!**, que en inglés no sólo es un grito de desesperación, sino que también puede ser (como en este contexto) una exclamación de sorpresa o de alegría.



THE PENFRIEND

~ Would you like a cup of coffee? ___
~ Yes, please. What do yo think of what Jedd said about our English? ___
~ About the fact that it's improved? ___
~ Yes. ___
~ Well, he should know. He is an English teacher. ___
~ Mmm. But I'd like to try it with someone who isn't a teacher. ___
~ Yes. So would I. ___
~ I know...! Why don't you phone your penfriend? ___
~ I'm not sure I want to. ___
~ Why not? ___
~ Well, I've never done it before. ___
~ Haven't you? Well, why don't you try now? ___
~ Do you think I could? ___
~ Of course you can. Go on. ___
~ Mmm. I had thought about it. Okay. I'll get the number... Ah! Here it is. ___

~ Canterbury 618188. ___
~ Hello? Could I speak to Samantha Gordon, please? ___
~ Yes, of course. Just a moment. Samantha. It's for you. ___
~ Coming. Hello? ___
~ Hello? Samantha Gordon? ___
~ Yes. Speaking. ___
~ Hello. It's Marco Mariani. ___
~ Who? ___
~ Err... Marco Mariani... your... emm... penfriend from Italy... ___
~ Marco...? Oh, no! Hello... how are you? God, what a surprise! ___
~ How are you? ___
~ I'm fine. And you? ___
~ Fine, thanks. ___
~ Have you got my last letter yet? ___
~ The one with your photo? ___
~ Yes, that's the one. ___
~ Yes. I got it yesterday. Did you get mine? ___
~ Which one? ___
~ The one with my photo! ___
~ Yes. It came this morning. Are you really coming to England this summer? ___
~ Well, I was thinking about it... ___
~ It'd be great if you could. When are you thinking of coming? ___

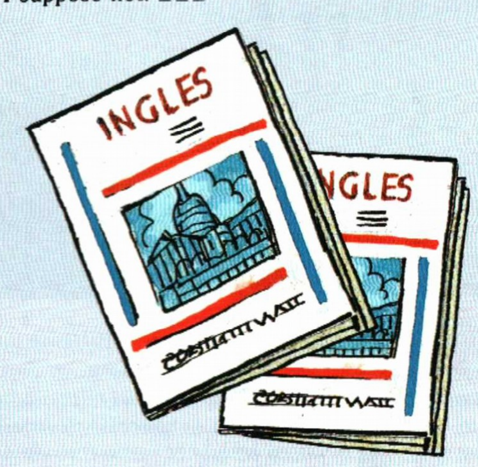


~ In August. Are you going to be at home? ___
~ Yes. We're going on holiday in September. ___
~ Oh, good... listen... emm... would you like to meet somewhere? ___
~ Yes. That'd be lovely. Have you decided where you are going to stay yet? ___
~ No, I haven't. ___
~ Why don't you come to Canterbury? They've got a really good Youth Hostel here... ___
~ Have they? ___
~ Yes. And we're nt far from London. I could show you around, if you want... ___
~ That would be fantastic. Could you send me the address of the Youth Hostel? ___
~ Yes of course. I'll send it in my next letter. ___
~ Thank you very much. By the way, how's my English? ___
~ It's really good. ___
~ Thank you very much. Are you going to give me some English lessons when I come? ___
~ Well, I don't know about that... I've never taught anybody English before! ___
~ I'm sure you'd be very good at it. ___
~ Mmm... well... we'll see. ___
~ Anyway, I've got to go now. I'll book a place in the hostel as soon as I get your letter. ___
~ Okay, then. Bye, Marco. ___
~ Bye bye, Samantha. ___





~ How did it go? ___
~ Well, your English was fine. But you didn't tell me your penfriend was a girl. ___
~ Didn't I? ___
~ Are you going to England this summer, then? ___
~ Yes, I think I will. ___
~ Oh. I thought we were going to Sardinia with Gabriela and Sergio. ___
~ I know, but I can't miss an opportunity like this, can I? ___
~ No, I suppose not. ___



Estudiar gramática leyendo el diccionario

Un adverbio especial

El término **even** puede referirse a un adverbio, a un adjetivo o a un verbo. Cuando tiene función adverbial, se usa para subrayar lo que se dice o bien para manifestar sorpresa por algo que sucede. Dentro de la frase precede, normalmente, a la palabra a la cual se refiere, pero sigue al verbo **to be** y a los modales, mientras que en los tiempos compuestos aparece después del primer auxiliar. **Even** corresponde en inglés a lo que en español se expresa de varios modos, según el contexto, por ejemplo con 'todavía', 'también', o bien 'nada menos', 'hasta', o a veces 'ni siquiera', 'ni tampoco'. He aquí cuatro ejemplos, en los que se puede traducir el adverbio **even** con los términos recién citados:

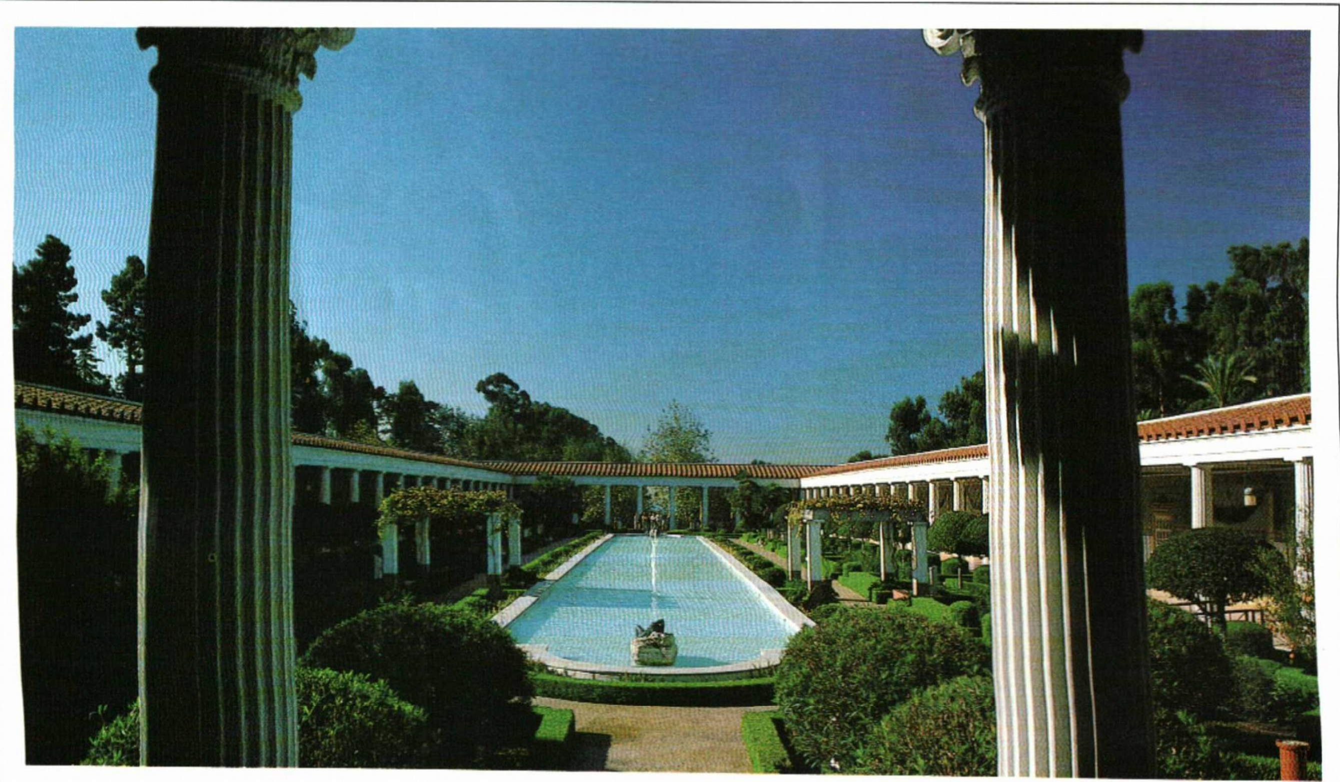
They've even added a new kind of box.
Even the little boxes about the curiosities are in English.
The course is even more difficult than before.
You couldn't even say 'How are you'?

El significado exacto, como ya se ha dicho, solamente se puede deducir por el contexto y por la circunstancia en que se ha pronunciado cada una de estas frases.

El uso del diccionario monolingüe

El diccionario monolingüe tiene muchas funciones: puede ayudar a entender el significado preciso de un vocablo desconocido, sin tener que pasar por otro idioma, o bien puede servir para descubrir los múltiples matices de significado de un término ya conocido y sus eventuales particularidades en la construcción de una frase. Además se halla siempre la pronunciación de cada palabra (expresada mediante los símbolos del alfabeto fonético) con la indicación de dónde debe acentuarse. También se pueden encontrar otras valiosas informaciones: si un sustantivo es **countable** o **uncountable**, si es de uso formal o informal, si un verbo es transitivo o intransitivo, etcétera.

De los sustantivos también se da el eventual plural irregular,



Una villa romana asomada al Pacífico

Desde lo alto de un acantilado domina la playa de Malibú y se parece en todo y por todo a una villa romana. Es el Paul Getty Museum, que el millonario americano del mismo nombre quiso edificar inspirándose en la villa de los Papiros de Pompeya. ¿Qué mejor ambientación para su colección de arte? Entre las piezas de mayor valor hay una serie de esculturas romanas y, sobre todo, una escultura en bronce representando a un atleta, que quizá sea la única obra original del griego Lisipo. La colección de pintura está compuesta por obras del siglo XIII hasta nuestro siglo. En la foto, el pórtico del museo.

mientras que de los verbos consta el paradigma (cuando es irregular) y se indica la eventual modificación en la formación del gerundio y del pasado (por ejemplo, la duplicación de la consonante cuando ésta es la última letra del infinitivo).

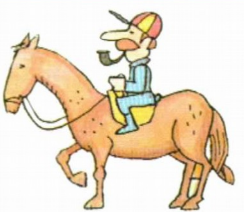
Quizá la característica más importante del diccionario monolingüe es la de presentar una vasta gama de ejemplos que permiten entender con claridad el uso y la posición de cada palabra en la frase. Naturalmente, los valores indicados del diccionario monolingüe pertenecen también a los buenos diccionarios bilingües, que son de más fácil consulta. Pero su defecto está, inevitablemente, en el hecho de que aun el mejor bilingüe no llega a presentar todos los significados, los sinónimos y los matices de significado de un término.



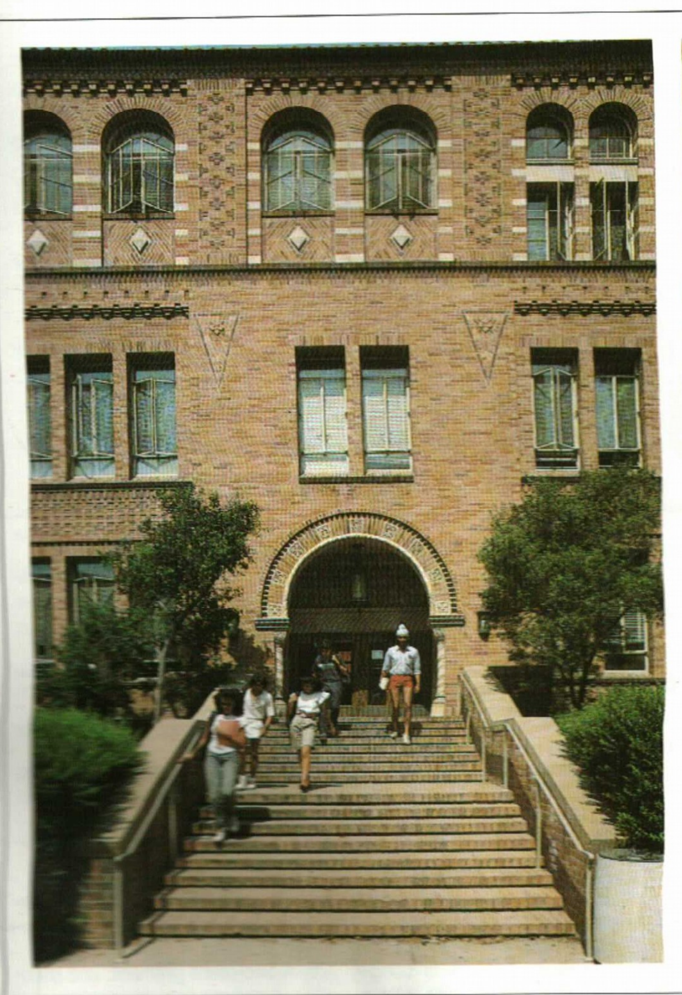
En esta sección ha aprendido:

- usos y significados del adverbio **even**;
- las ventajas del uso del diccionario monolingüe.

An even chance



'Even' isn't just an adverb; it's also an adjective which has the general meaning of 'balanced'. As an adjective, it's often to be found in idiomatic expressions. When you get your revenge for something that someone has done to you, for example, you can say that you've 'got even' with them. And a judge who is scrupulously impartial can be said to be 'even-handed'. At least two of the sayings which use 'even' have to do with money. Il your finances are well-balanced, for example, you can say that they are 'on an even keel' (a keel is the part at the bottom of a boat which forms its 'backbone'); and if your business doesn't make a profit, but doesn't make a loss either, you can say that it's 'broken even'. An 'even chance', which is an expression often heard in horse-racing, for example, is when someone or something has a fifty-fifty chance of being able to do something.





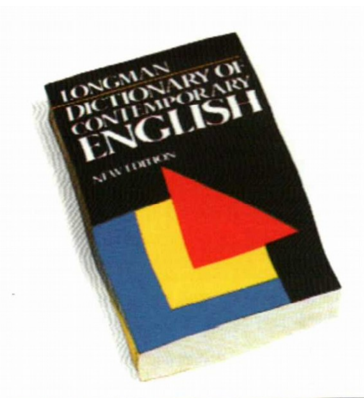
UCLA: la universidad para desplazarse en ciclomotor

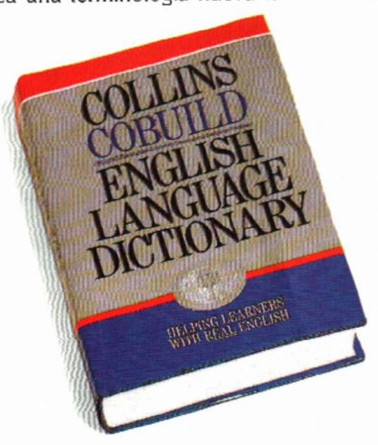
Al norte de la localidad de Westwood, en las laderas de las Santa Monica Mountains, tiene su sede la famosa UCLA (Universidad de California en Los Angeles), que a primera vista parece más un inmenso parque que un campus universitario. Es tan extensa que muchos de los 33.000 estudiantes usan el ciclomotor para los desplazamientos internos. El área también está abierta a los no matriculados, que pueden acceder a la Powell Library o a Royce Hall, uno de los mejores auditorios de la zona. También hay una galería de arte (Dickson Art Center) y el Murphy Sculpture Garden, un museo al aire libre con obras de Rodin, Calder, Jean Arp y Henry Moore. Pero quizá la atracción más llamativa para el simple curioso es la Inverted Fountain, una fuente donde el agua que brota de los bordes es tragada por un remolino central.

Comparación entre dos diccionarios

El diccionario monolingüe constituye un elemento esencial para aprender bien inglés. Pero ¿cuál elegir? Existe una gran cantidad de ellos, y casi todos son muy buenos. Para la lectura de esta Unidad, le proponemos el modo de presentar un término de dos diccionarios, el «Collins Cobuild» y el «Longman Dictionary of Contemporary English». Los fragmentos reproducidos muestran los méritos y los defectos de ambos. El 'Cobuild' tiene una gran ventaja: es el fruto de años de investigación efectuada con el auxilio del ordenador en la Universidad de Birmingham, en Inglaterra. Después de haber analizado muchos fragmentos tomados de libros, periódicos o entrevistas, se han seleccionado las palabras que más se repiten. En consecuencia, raramente se halla el significado de términos poco comunes. Además, siendo un diccionario muy moderno, utiliza una terminología nueva también desde el punto de vista gramatical; así pues, a veces podrá encontrar términos lingüísticos más bien insólitos. Si tiene intención de usar este diccionario, primero deberá habituarse a su particular terminología.

El «Longman Dictionary of Contemporary English», en cambio, incluye también vocablos menos comunes (pero que siempre pueden ser útiles) y utiliza una terminología gramatical más simple.





bottom /bɒtəᵊm/,[1] **bottoms, bottoming, bottomed. 1** The **bottom** of something is the lowest part of it. EG[2] *I stood there at the bottom of the steps... ...at the bottom of the hill... The cliff plunged in a vertical drop to the bottom... His new purchases went into the bottom of one of his suitcases.*[4] — N COUNT : USU the + N IN SING, IF + PREP THEN of ≠ top[3]

2 The **bottom** thing or layer in a series of things or layers is the lowest one. EG *...the bottom button of my waistcoat.*[6] *...the bottom layer is a mixture of sand and clay.*[7] — ADJ CLASSIF : ATTRIB[5]

3 The **bottom** of a place such as a valley or ditch[8] is the lowest or deepest part of it; also used to refer to the ground underneath the sea, a river, or a lake. EG *It sank to the bottom of the lake... ...the sea bottom... The bottom of the trench*[10] *was muddy and very slippery.*[11] — N COUNT : USU the + N IN SING, IF + PREP THEN of ⇑ surface[9]

4 The **bottom** of a box or other hollow[12] object is **4.1** the flat outside surface of it that touches or faces[13] the ground. EG *...the top, bottom, and sides of a box... She turned a tea-cup upside down*[14] *and looked at the marks on the bottom.* — N COUNT : USU the + N IN SING, IF + PREP THEN of = underneath

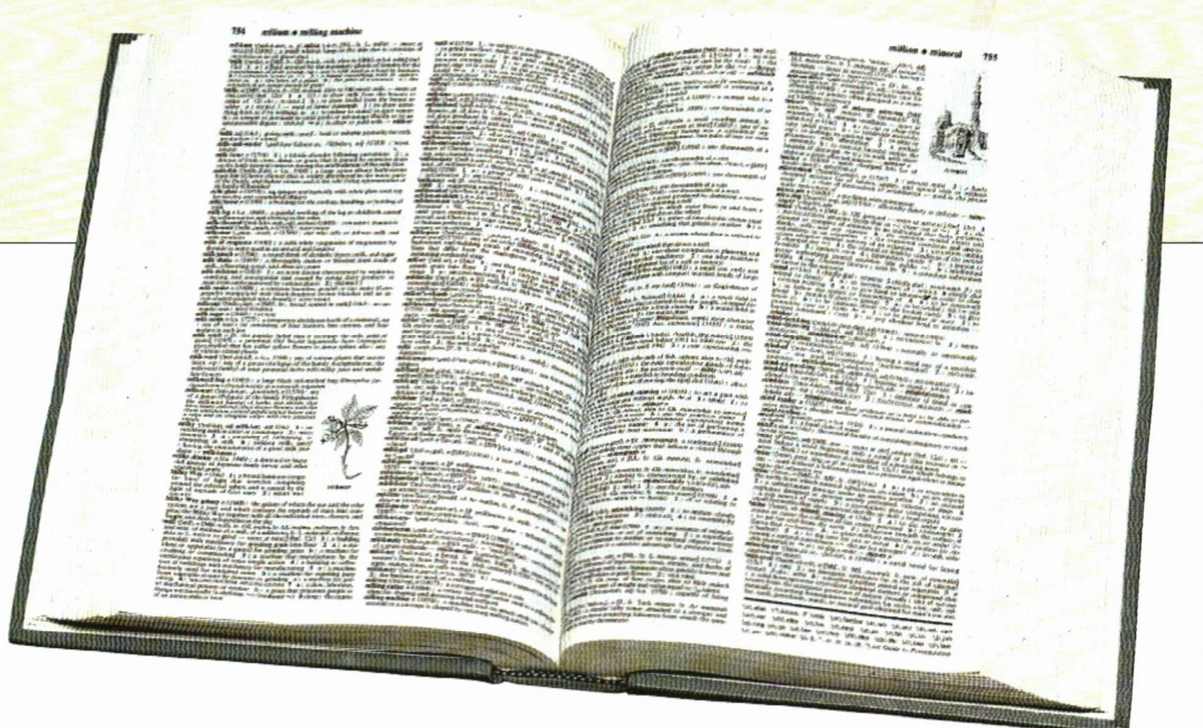
4.2 the flat surface[15] at the lowest point inside it. EG *Some rice had stuck*[16] *to the bottom of the pan.* — N COUNT : USU the + N IN SING, IF + PREP THEN of

5 The **bottom** of a street, garden, field, etc is the end of it that is furthest away from you or from the entrance. EG *...right down at the bottom of the meadow*[17]*... I walked down the long garden path to the sheds at the bottom... ...the bottom of Drummond Street.* — N COUNT : USU the + N IN SING, IF + PREP THEN of ⇑ point

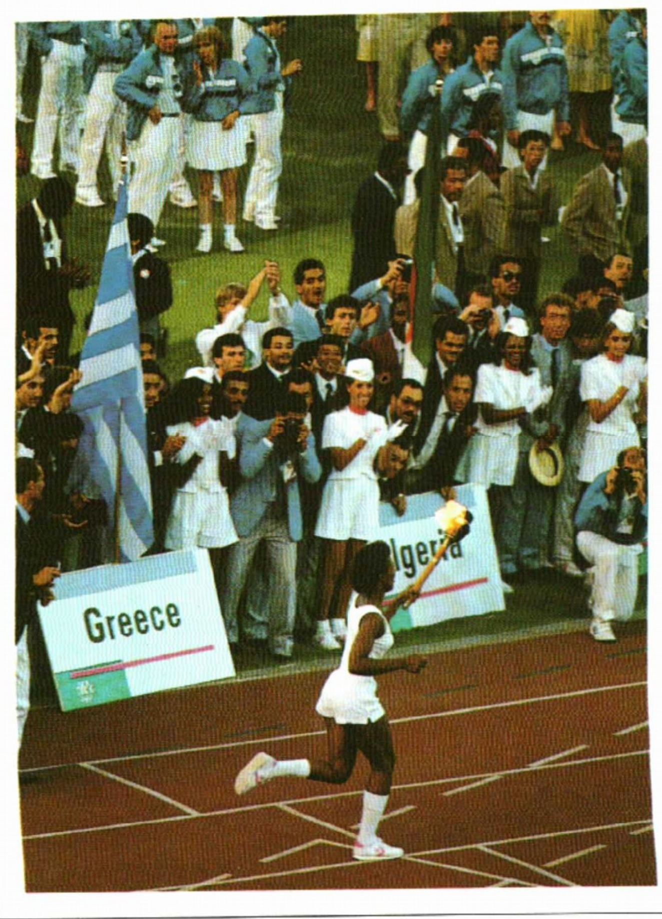
1. **/bɒtəm/**: Son símbolos fonéticos del IPA, **International Phonetic Alphabet**, que ayudan a pronunciar la palabra de un modo correcto. Casi todos los diccionarios para extranjeros utilizan el IPA.
2. **EG:** es la contracción de la expresión latina 'exempli gratia' y significa 'por ejemplo'.
3. **N COUNT: USU the + N IN SING, IF + PREP THEN of ≠ top:** el editor del 'Cobuild' ha decidido poner en el margen la definición gramatical de la palabra, el modo en el cual se utiliza y sus contrarios. N COUNT significa que **bottom** es contable (se dice **countable** en inglés) y **USU the + N IN SING** explica que habitualmente (**usually**) se utiliza **bottom** en singular y con el artículo determinado. **IF + PREP THEN of** especifica que, si va seguido por una preposición, es necesario **of**: **the botton of the sea**, por ejemplo. **Top**, en cambio, es el antónimo de **bottom**.
4. Tanto el 'Cobuild' como el 'Longman' utilizan muchos ejemplos: es un modo excelente para comprender cómo se usa la palabra en el idioma.
5. **ADJ CLASSIF: ATTRIB: ADJ** está por **adjective**; **CLASSIF** está por **classification**; **ATTRIB** es la abreviatura de **attributive**. Los dos últimos términos describen el tipo de adjetivo: **classif** significa que **bottom** no puede ir a continuación de palabras como **very**, **extremely**, **not very**, etc.; **attrib** indica que es del grupo de los atributivos.
6. **The bottom button of my waiscoat:** el último botón de mi chaleco.
7. **The bottom layer is a mixture of sand and clay:** el estrato del fondo consiste en una mezcla de arena y arcilla.
8. **Ditch**: foso.
9. **Surface:** superficie. Es un término clave que da una idea general del significado de la palabra.
10. **Trench:** trinchera.
11. **Muddy and very slippery:** fangoso y muy resbaladizo.
12. **Hollow:** hueco.
13. **Faces:** está dirigido hacia.
14. **She turned a tea-cup upside down:** puso una taza de té cabeza abajo.
15. **Flat surface:** superficie plana.
16. **Had stuck:** se había pegado.
17. **Meadow:** prado.
18. **/'bɒtəm ||'bɑ:-/:** De nuevo se trata de simbolos del IPA. El 'Longman Dictionary también cita la pronunciación norteamericana de la palabra.
19. **The + S (of):** sirve para explicar cómo se usa habitualmente la palabra **bottom** en la construcción de las frases.
20. **Eventually:** es un famoso **false friend**. No significa 'eventualmente', sino 'finalmente'.
21. **Deserted mine shaft:** pozo de mina desierta.
22. **BUTTOCKS:** asentaderas. Está escrito con letras mayúsculas porque es una remisión a otra voz.
23. **To smack:** zurrar (las asentaderas).
24. **Favourable:** favorable.
25. **When prices were at rock bottom:** cuando los precios habían tocado el fondo.
26. **A two-piece garment:** una prenda compuesta por dos piezas.

bot·tom[1] /ˈbɒtəm‖ˈbɑː-/[18] *n* **1** [*the*+S (**of**)][19] the lowest part of something: *I eventually*[20] *found the keys at the bottom of my bag.* | *at the bottom of the page/list* | *It's on the third line from the bottom of the page.* | *The body was found at the bottom of a deserted mine shaft.*[21] | *The bottom floor of a building.* | *The police searched the house* **from top to bottom.** | (fig.) *She thanked them* **from the bottom of her heart.** (=very sincerely) **2** [C (**of**)] the base on which something stands: *The wet bottoms of the glasses made marks on the table.* | *to pack the bottles bottom up* (=upside down) **3** [C] the part of the body on which one sits; BUTTOCKS:[22] *to smack*[23] *a child's bottom* **4** [*the*+S;U] the ground under the sea, a lake, or a river: *They sent the enemy ship to the bottom (of the sea).* | *This part is too deep for swimming: I can't touch bottom.* | *the river-bottom.* **5** [*the*+S;U] the least important, least valuable, or least favourable[24] part of anything; the lowest level: *He is always at the bottom of the class.* | *He started life* **at the bottom (of the ladder),** *and worked his way up.* | *They bought their house when prices were at* **rock bottom.**[25] **6** [*the*+S (**of**)] the far end: *I'll walk with you to the bottom of the road.* | (*BrE*) *We grow vegetables at the bottom of our garden.* **7** [*the*+S+**of**] the starting point; cause or origin: *Who is at the bottom of all this trouble? I intend to* **get to the bottom of it.** (=find out the cause) **8** [(**in**) U] the lowest GEAR of a motor vehicle **9** [C] also **bottoms** *pl.*— the lower part of a two-piece garment:[26] *pyjama bottoms* **10** [C] *naut* the part of a ship below the water







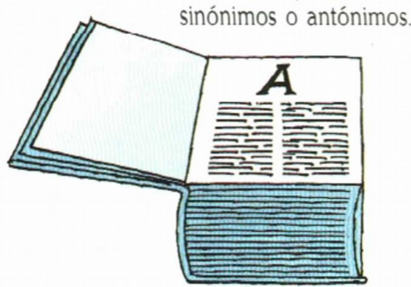




El segundo turno de Los Angeles

En 1984 Los Angeles fue la sede de los Juegos Olímpicos por segunda vez; la primera había sido en 1932. Su edición más reciente se recuerda por un hecho político más que deportivo: la Unión Soviética había retirado su participación (seguida por otros trece países), como respuesta al boicot estadounidense a los Juegos Olímpicos de Moscú en 1980. Así, las grandiosas y costosísimas exhibiciones que acompañaron las competiciones fueron también un mensaje explícito a la URSS, como para reafirmar el peso de la riqueza y del orgullo nacionales. Sobre todo la inauguración, realizada en el Memorial Coliseum, tomó el aspecto de un music-hall en perfecto estilo hollywoodiano. En las fotos, algunos momentos de la ceremonia inaugural.

Como ya se ha apuntado, esta sección ha sido renovada en parte. De ahora en adelante presentará, sobre todo, las palabras claves relacionadas con el tema de la Unidad, junto a los vocablos que podrían resultar de difícil comprensión. Además de los recuadros habituales dedicados a las expresiones y a las locuciones, aparecerá también una nota que ilustrará términos sinónimos, falsamente sinónimos o antónimos.

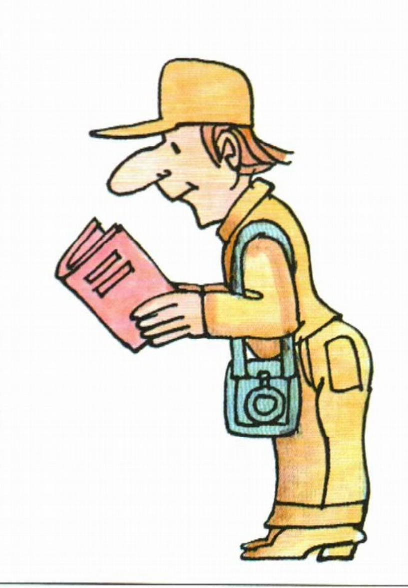


¿Tiempos difíciles?

He aquí una lista de todos los tiempos verbales ingleses. No se da la traducción porque, como sabe, no siempre corresponden a los tiempos verbales españoles.

future
future perfect
future perfect progressive
future progressive
past perfect
past perfect progressive
past progressive
present perfect
present perfect progressive
present progressive
simple past
simple present

(to) add	agregar
adjective	adjetivo
adverb	adverbio
apostrophe	apóstrofo
article	artículo
asterisk	asterisco
auxiliary verb	verbo auxiliar
brackets	paréntesis (GB)
capital letter	letra mayúscula
cassette	cassette
(to) check	comprobar
colon	dos puntos
comma	coma
conjunction	conjunción
conversation	conversación
course	curso
dash	guión
(to) deal with	ocuparse de
(to) deduce	deducir
demonstrative adjective	adjetivo demostrativo
demonstrative pronoun	pronombre demostrativo
dictation	dictado
dictionary	diccionario
(to) emphasize	destacar
emphasizing pronoun	pronombre enfático
exclamation mark	signo de exclamación (GB)
exclamation point	signo de exclamación (USA)
exercise	ejercicio
first conditional	condicional del primer tipo
(to) follow	seguir
full stop	punto (GB)

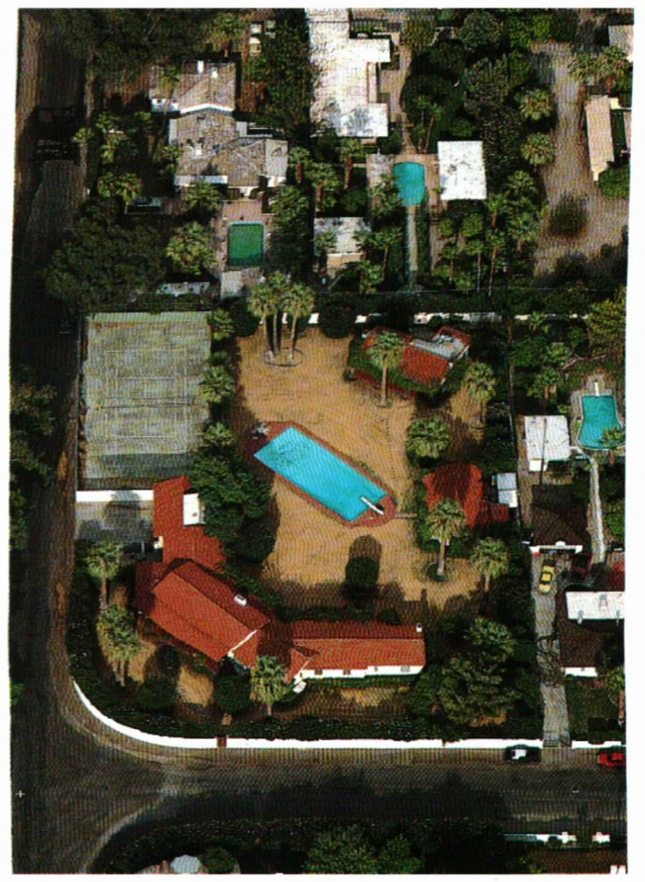


Synonyms and antonyms

*¿Qué es lo que pensaría si alguien le dijese: **Jim's full of dash**? ¿Quizá que Jim ha sido recubierto de guiones? Pero preste atención: el término* **dash** *no es sólo un sustantivo contable, sino también un sustantivo no contable, y en esta acepción significa 'energía': En realidad, es un sinónimo del término más común **life**: **You're full of life today**. Pero si quiere hacerse el intelectual, entonces, en un contexto como éste, es mejor utilizar una palabra que seguramente no le será desconocida,* ***brio: Suzie was full of brio***.

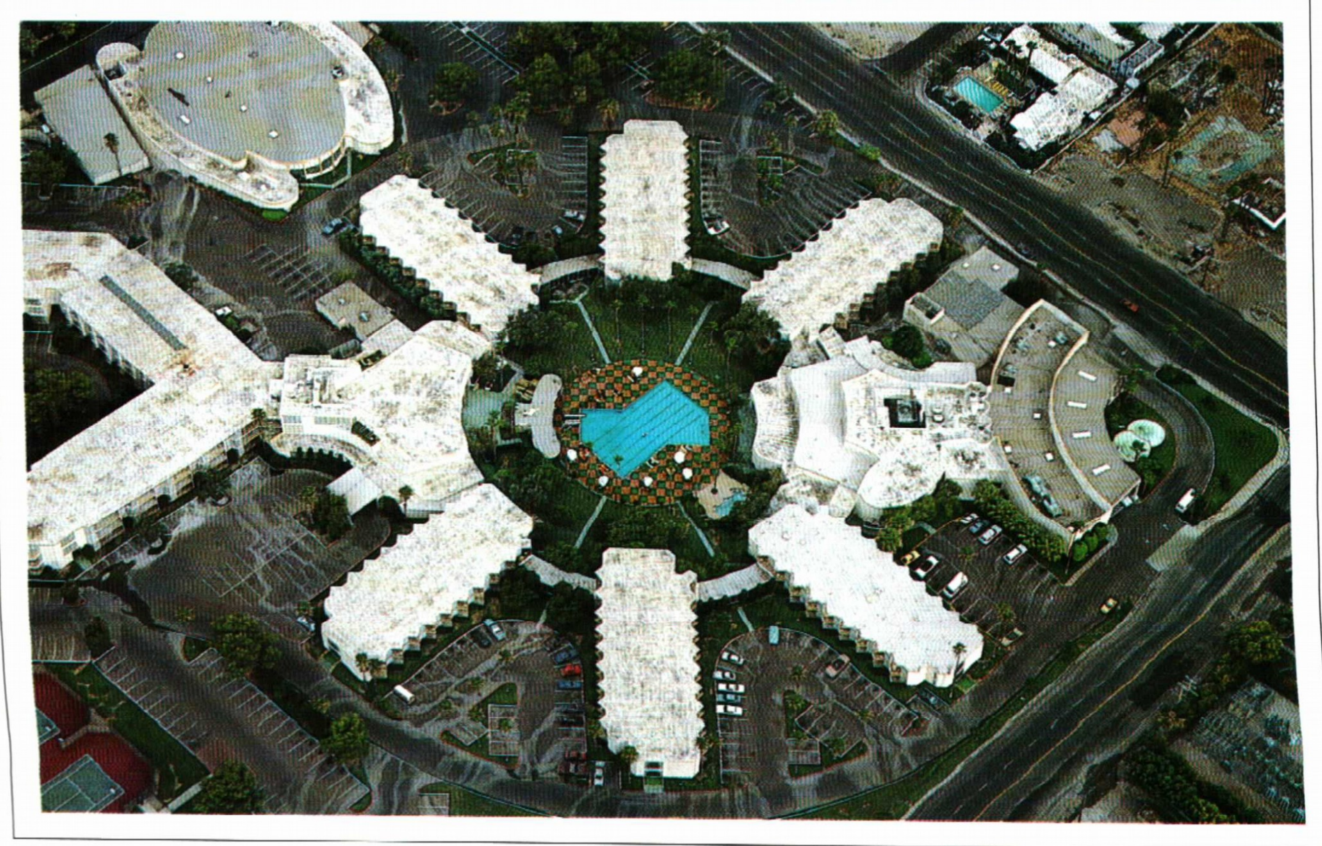
future	futuro
gerund	gerundio
grammar	gramática
(to) guess	adivinar, intuir
hyphen	guión
infinitive	infinitivo
interrogative adjective	adjetivo interrogativo
inverted commas	comillas
level	nivel
listening	escuchar
(to) look up	buscar (en el diccionario)
modal verb	verbo modal
noun	nombre
on purpose	a propósito
page	página
paragraph	párrafo
parentheses	paréntesis (USA)
participle	participio
passive	pasivo
penfriend	corresponsal
period	punto (USA)
personal pronoun	pronombre personal
possessive adjective	adjetivo posesivo
(to) practice	practicar
preposition	preposición
pronoun	pronombre
punctuation	puntuación
punctuation mark	signo de puntuación
question mark	signo de interrogación
quotation marks	comillas
reading	lectura
reflexive pronoun	pronombre reflexivo
relative clause	proposición relativa
relative pronoun	pronombre relativo
reported speech	estilo indirecto
(to) revise	repasar
second conditional	condicional del segundo tipo
section	sección
semi-colon	punto y coma
sentence	frase
small letter	letra minúscula
speaking	hablar
spelling	deletrear
star	asterisco
tense	tiempo
test	prueba, examen
third conditional	condicional del tercer tipo
unit	unidad
verb	verbo
vocabulary	vocabulario
(to) wonder	preguntarse

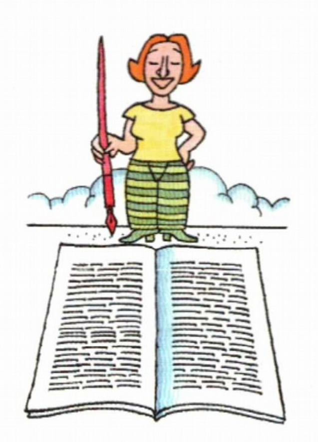




Una parada en Agua Caliente

Agua Caliente es el significativo nombre de una tribu indígena que hace centenares de años descubrió el lugar donde hoy surge Palm Springs. Y precisamente a las fuentes de 'agua caliente' se debe la prosperidad económica de la ciudad, primero como localidad termal y luego como lujoso centro turístico. El sol garantizado en todas las estaciones, la temperatura que oscila entre los 31° diurnos y los 14° por la noche, atraen a Palm Springs dos millones de visitantes al año, en tanto que la población estable es de sólo 36.000 habitantes. Y casi todos tienen una piscina, o por lo menos así parece por las imágenes aéreas de la ciudad, que muestran innumerables manchas azules diseminadas en los jardines de las casas y de los complejos residenciales.





Exercise 1

Añada el adverbio **even** en estas frases para enfatizar los vocablos subrayados.

a) **My dog eats everything; he eats carrots!**
b) **Tom didn't have any problems learning English.**
c) **The Listening section's in English.**
d) **Anybody can windsurf — Sal can, for example.**
e) **His last book is more interesting than the one before.**
f) **If you were the most handsome man in the world, I wouldn't go out with you.**
g) **You can't get a passport in time in this country.**
h) **There isn't any coffee in the house.**
i) **The Deluxe model is more expensive than a Jaguar.**

Exercise 2

Los términos presentados en la siguiente lista, y que aún no conoce, tienen todos el plural irregular. Con la ayuda de un buen diccionario, escriba al lado de cada uno de ellos el plural correspondiente (o los plurales, en el caso de que hubiese más de uno):

a) **criterion** _____
b) **neckerchief** _____
c) **hoof** _____
d) **biro** _____
e) **radius** _____
f) **appendix** _____
g) **crisis** _____
h) **formula** _____
i) **loaf** _____
j) **ox** _____

Exercise 3

Complete el esquema añadiendo los términos que faltan en base a los dados y con la ayuda de un buen diccionario.

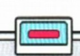
Verb	Noun	Adjective	Adverb
a)	**power**	**powerful**	b)
c)	d)	**stunning**	e)
to push	f)	g)	h)
i)	j)	k)	**beautifully**

Exercise 4

A continuación encontrará una lista de verbos que aún no conoce. Todos tienen un paradigma irregular. Después de haber consultado un diccionario, escriba en la segunda columna la forma del pasado y en la tercera la del participio pasado:

a) **to bite** _____ _____
b) **to cling** _____ _____
c) **to forgive** _____ _____
d) **to shrink** _____ _____
e) **to kneel** _____ _____
f) **to tread** _____ _____
g) **to wing** _____ _____
h) **to lead** _____ _____
i) **to slay** _____ _____
j) **to forbid** _____ _____

Exercise 5

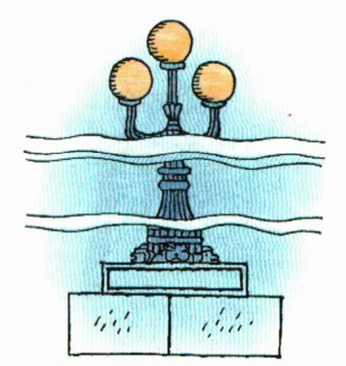


Este ejercicio es un dictado tomado de la lectura. Escuche toda la grabación, luego las frases una por una y transcríbalas. Después proceda a la comprobación, confrontando lo que ha escrito con el texto reproducido en las soluciones.

Exercise 6

Con la ayuda de un buen diccionario, escriba al lado de los vocablos indicados a continuación las preposiciones que rigen cada uno de ellos:

a) **sure** _____
b) **taste** _____
c) **to howl** _____
d) **to part** _____
e) **ready** _____
f) **to soften** _____
g) **to infringe** _____
h) **power** _____
i) **sceptical** _____
j) **separable** _____



SOLUCIÓN DE LOS EJERCICIOS

Exercise 1
a) My dog eats everything; he even eats carrots! b) Even Tom didn't have any problems learning English. c) Even the Listening section's in English. d) Anybody can windsurf — even Sal can, for example. e) His last book is even more interesting than the one before. f) Even if you were the most handsome man in the world, I wouldn't go out with you. g) You can't even get a passport in time in this country. h) There isn't even any coffe in the house. i) The Deluxe model is even more expensive than a Jaguar.

Exercise 2
a) criteria. b) neckerchiefs o neckerchieves. c) hoofs o hooves. d) biros. e) radii. f) appendixes o appendices. g) crises. h) formulae o formulas. i) loaves. j) oxen.

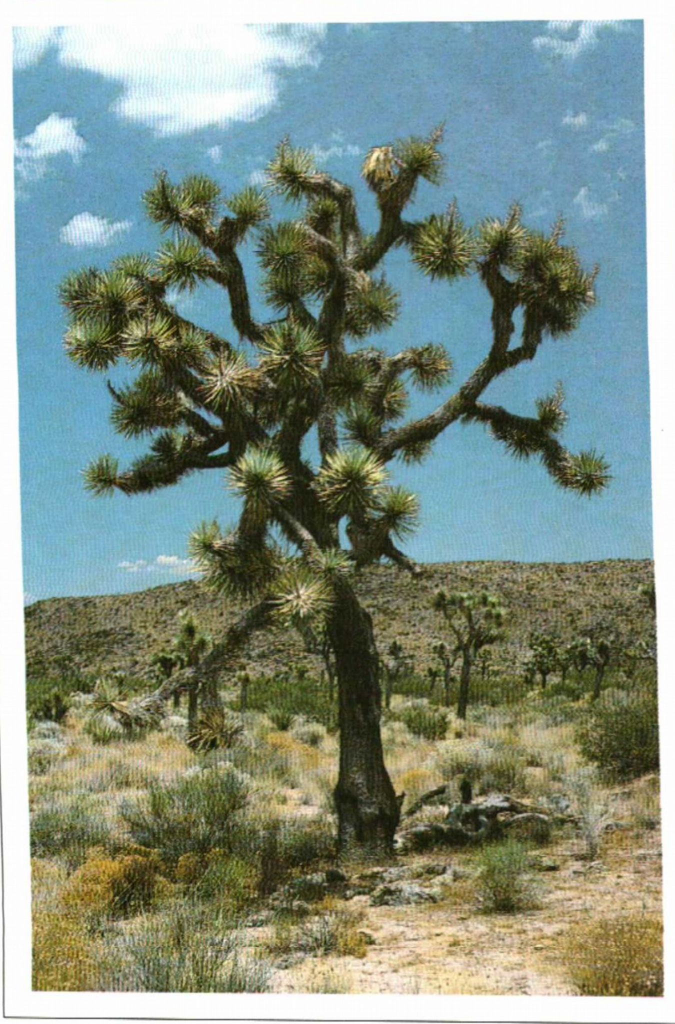
Exercise 3
a) to power. b) powerfully. c) to stun. d) stun. e) stunningly. f) push. g) pushy. h) pushily. i) to beautify. j) beauty. k) beautiful.

Exercise 4
a) bit - bitten. b) clung - clung. c) forgave - forgiven. d) shrank - shrunk. e) knelt - knelt. f) trod - trodden/trod. g) wound - wound. h) led - led. i) slew - slain. j) forbade - forbidden.

Exercise 5
He aquí el texto del dictado: It's on the thrid line from the bottom of the page. / I walked down the long garden path to the sheds at the bottom. / She thanked them from the bottom of her heart. / I eventually found the keys at the bottom of my bag. / The cliff plunged in a vertical drop to the bottom. / It sank to the bottom of a lake. / The police searched the house from top to bottom. / She turned a tea-cup upside down and looked at the marks on the bottom. / The bottom of the trench was muddy and very slippery. / His new purchases went into the bottom of one of his suitcases.

Exercise 6
a) of, about. b) of, like. c) with. d) from, as e) for, with. f) up. g) upon, on. h) over, of. i) of, about. j) from.







Tras las huellas de Josué

Detrás de Los Angeles se extiende la región desértica formada por el Sonoran Desert en el sur y el Mojave Desert en el norte, llamados también 'low desert' y 'high desert'. La parte meridional ofrece mejores condiciones de vida gracias a la irrigación alimentada por las aguas del río Colorado: esto permite una provechosa actividad agrícola (foto superior). Donde se encuentran los dos desiertos se halla una singular zona protegida, el Joshua Tree National Monument, creado en 1936 a pesar de las protestas de las compañías mineras, que querían explotar el suelo. Según la tradición, el nombre se remonta al período de los primeros colonos mormones, quienes vieron en las implorantes ramas del Joshua Tree (foto de arriba y al lado) los brazos del bíblico Josué que les indicaba el camino de la tierra prometida.